



2016 - 2017 Agenda & Notes

The ELL Network is a forum for school personnel to discuss issues related to serving English Language Learners. These sessions are the primary means of sharing information throughout the ESU 4 Title III Consortium; however, a majority of our time is devoted to studying effective instruction, sharing and exploring resources, learning of updates from NDE, and networking with colleagues. We welcome all districts and personnel interested in English Language Learners, regardless of Title III affiliation or position.

For more information and materials, please visit
www.esu4ell.wikispaces.com!

September 23, 2016

Time: 9:00 am - 3:00 pm

Location: Nebraska Association - School Administration (NCSA), Lincoln, NE

Cost: \$0 (*no breakfast or lunch included*)

Attendees

Please add your name and district to the list!

- Jen Madison, ESU 4
- Nick Ziegler, ESU 5
- Cindy West, Consultant and Trainer
- Beth Roelfs, Diller-Odell
- Jocelyn Gray, Seward
- Ashleigh Lange, Nebraska City Public Schools
- Lisa Happold, Doniphan-Trumbull School
- Julia Odgers, Norris Public Schools
- Cara Williams, Lewiston Consolidated
- Sarah Burr, Syracuse
- Jason Hippen, Nebraska City Public
- Heather Lemon, Nebraska City Public
- Salome Ausin-Dodge, Beatrice Public Schools
- Jon Squier- Malcolm Public Schools
- Roxie Benjamin- York
- Ken Booth- York
- Kim Brehm- York
- Kyla Petersen-Dorchester Public School

Agenda & Notes

9:00 Welcome, Agenda Overview, Introductions

- This Google doc agenda will also serve as our collaborative note taking space. Please help record ideas, information, and questions in a professional manner. After the meeting, Jen will finalize this document with our notes, and post it at <http://esu4ell.wikispaces.com/ELL+Network>.
- Consider joining the [ELL Resources Google + Community](#)! (Ask to join, and Jen will approve your membership. Please share the link with others who are interested!)
- Please prepare to introduce yourself and (if you want to) add yourself to our [contact list](#). Include a few details about the English Learner population you serve in your introduction.

Newcomer Discussion

- CAL Newcomers in Your School Training (August 3-4, 2016; Sanja Bebic)
 - Some resources shared by Sanja:
 - <http://ilearnamerica.com/> (The Title III Consortium library includes this DVD! Contact Jen to check it out.)
 - [Cultural Proficiency: The Continuum](#)
 - [Teach The Text Backwards Strategy](#)
 - [Additional Resources](#) mentioned during the two-day training
 - Participant takeaways
 - Jason: experience of lesson in another language
 - Ashleigh: empathy student and parents
 - Terri: cultural perceptions (cartoon available in [Additional Resources](#))
- NDE Welcoming & Intake Modules (short interactive videos coming soon!)
 - Welcoming Students and Families: The Identification and Intake Process
 - Preparing Staff for ELL Arrivals
 - Creating a Culture of Welcome
 - Helping Students Navigate the School System
- Newcomers Discussion
 - Participants worked in small groups to discuss how newcomers are welcomed and how services are provided.
 - Each group was asked to keep notes of their discussion and organize discussion items into five categories:
 - Social
 - Language Acquisition
 - Academics (e.g., course structure -> what classes do they take)
 - Compliance
 - Other
 - Jen facilitated the discussion by describing a scenario.
 - It's Monday morning at 7:55. Your first class begins in five minutes, and you've just finished making copies. As you head back to your room, you see a group of people, presumably a new family, come in the office. The family appears to include a mom, dad, and three children. The oldest child appears to be about 16; another seems to be eleven, and the youngest around seven. They are speaking

to one another almost entirely in Spanish. You hear the father say, in broken English, that they want to enroll the children in your district. What happens now?

- First participants were asked to consider and discuss what actually happens in their districts during about the first five minutes. (After a few minutes, Jen added that the group can consider their “ideal world” as well.)
- Next, groups discussed what happens during the next five hours, then five days, five weeks, and five months.
- Notes from each group can be accessed here: [Newcomer Discussion Notes](#).
- Following the discussion, participants suggested potential next steps:
 - Go deeper into the academic area (not just for newcomers) to share and learn how others are structuring lessons, daily schedules, etc. This might include actual curricula, schedules, best practices, and other tools.
 - Develop basic protocols or plans for welcoming newcomers.
 - Develop welcome kits for students and families.

10:30 Strategy/Resource Study, Nick Ziegler

- Nick instructed each participant to log into Sophia.org (Newcomer Basics, Group Code: **f23c27**).
- The group watched the Newcomer Stories video. Nick then provided solo thinking time for each participants to record something that struck them regarding these newcomer’s stories. Participants recorded their ideas in sophia.org.
- Nick facilitated thinking time and discussion around how participants’ schools help newcomers develop *social networks*. The following are examples of discussion items from the group:
 - Intentional efforts to nurture an inclusive culture at the school (school and student led), such as lunch buddies or periodic lunch groups
 - Develop empathy and understanding (e.g., Circle of Friends) in the specific context of ELs
 - e.g., Occasional announcements in Spanish, then English (Nebraska City)
 - Encourage involvement in activities; however, be aware of logistical concerns (e.g., transportation)
 - e.g., Homework Club
 - e.g., after school clubs (e.g., Nebraska City offers through 21st Century Grant; Seward offers through paid teachers)
- Nick emphasized the importance of language acquisition experiences through social interactions within and outside of the school day. The group identified the importance of being *intentional* and *purposeful*.
- Upcoming World Language Events:
 - October 4 = World Language Day @ ESU 6 ([Flyer Here](#))
 - October 7-8 = NILA Conference ([Website for info](#))

11:50 am NDE Updates, Terri Schuster

- [ELPA 21 & ESSA Updates](#): This update includes, among other important information, a description of the ELPA21 results that can be expected.
- Terri said not to expect the ELPA21 scores for up to seven weeks (i.e., November).
- Send continuation letters if this hasn’t been done for 2016-17. Remember that programming can adjust immediately, as necessary.

12:30 - 1:30 pm Lunch (on your own)

1:30 pm *Imagine Learning Update, Joyce McArthur-Johnson*

- Imagine Learning Update
 - Joyce attended to introduce herself and to answer specific questions.
 - Joyce offered Zoom (live webinar) sessions to people who need training with the program. **Please contact Jen or Joyce (joyce@imaginelearning.com) to set up a webinar.**
 - Jen renewed the Imagine Learning subscription (currently 57 licenses). Currently, all licenses are assigned to students. If you need additional accounts, please talk with Jen.
 - Current Users: Some of the content is grade level specific. You must manually change each student's grade level at the beginning of the year.
 - We will update Imagine Learning in the summer of 2017.
 - How would the interface/experience change for the teachers and students? **The student experience does not change. The only differences are the added content/lessons, and full operability of the Imagine Museum. As the students progress through the lessons, and correctly answer questions, they earn "Booster Bits". These Booster Bits can then be "spent" at the Museum. It's a wonderful way to provide incentive to the students to stay engaged and progress through the program. Also, many of the lessons have been re-designed to look more like a video game, while maintaining their curricular integrity. The teacher interface is a bit different. We would need some PD to introduce the new Tools and Reports...**
 - Jen will send information for tech support as we near the time of the upgrade.

Rule 15 Check-Up: *Sections 003 Identification & 007 Exiting -- TABLED UNTIL JANUARY*

- *This brief review of Sections 003 & 007, using [Appendix D of the Rule 15 Guide for Implementation](#), will allow us to discuss particular sections of Rule 15. This is your opportunity to ask questions, gather ideas, and determine needs.*
- **Important Note: Our consortium will be due for a monitoring visit in the spring of 2017. At that time, Jen will need to submit to NDE certain documents from EACH member district. Currently, I anticipate needing a parent notification letter (blank or sample) from EACH district. If you upload your district's current letter [to this folder](#), it counts as in! That will also allow us to share good work with one another!**
- Resources:
 - [Rule 15](#)
 - [Nebraska ESEA/NCLB...Monitoring Guide Checklist](#), p. 28-29
 - [Nebraska English Language Proficiency \(ELP\) Standards](#)
 - [TransAct](#)
 - [Instructions](#) for free registration/access (Thanks to ESU 10 Consortium Director, Theresa Ritta-Olson for sharing!)
 - Once logged in to the TransACT Parent Notices section, search for *NCLB-B2a*. Save this document and make sure a copy is submitted to Jen.

1:45 pm *Title III Consortium Updates*

- For Review
 - [2016-17 ESU 4 Title III Grant description](#)
 - [2016-17 Title III Grant Paperwork](#): The 2016-17 paperwork was mailed or delivered to your superintendent in mid-March. A signed commitment was due to ESU 4 on April 14. Thank you for helping make certain that your district's information was submitted! Please review the [2016-17 Title III Program Agreement](#).
 - **Please plan to submit your district's Rule 15 ELL Program Review written report to me by June 30, 2017. If your district did not submit a review for 2016-2017, one is necessary prior to our monitoring visit, spring 2017 date TBD.**

- [Written Report Template Draft](#) (created by Jen, 2104)
 - [Guidance Presentation Slides](#) (created by Brooke/NDE, 2016)
 - [Written Report Samples](#) (created by Brooke/NDE, 2016)
- Title III Consortium Grant Monitoring Visit
 - **Our consortium will be due for a monitoring visit in the spring of 2017.**
 - At that time, Jen will need to submit to NDE certain documents from EACH member district. Currently, Jen anticipates needing a parent notification letter (blank or sample) from **EACH** district. If you upload your district's current letter [to this folder](#), it counts as in! That will also allow us to share good work with one another!
- Grant Budget & Reimbursement Information
 - All 2014-15 Carryover was spent! Most of the 2015-16 allocation will be carried over and expended in 2016-17.
 - Recent/expected purchases:
 - CAL Newcomer presentation fees and expenses
 - Parent Day expenses
 - Reimbursement Reminders
 - Please submit any outstanding requests for reimbursement as soon as possible.
 - Form: <https://esu4ell.wikispaces.com/Consortium+Information>
 - District substitute rates will be honored when reimbursed by the grant; however FICA is the district's responsibility. If sub need is indicated on an ESU 4 event sign-in sheet, no additional form is necessary.
 - Use the current government rate for mileage reimbursement (currently \$0.54 per mile).
 - Please have significant purchases approved prior to ordering to ensure that the grant can indeed offer reimbursement.
- [Professional Development Offerings](#)
 - ELL Network
 - To see the feedback from our 2015-16 sessions visit [this link](#). (Note that these are aggregated results.)
 - 2016-17 Dates
 - December 5 (Program Review / ELP Alignment)
 - Monday, January 23
 - Thursday, April 27
 - **Foundations of Effective Differentiated Instruction and Assessment for ELLs with Dr. Wayne Wright, LaVista, NE.** December 1, 2016. [Click here for more information!](#)
 - OPS ESL Fall Conference, October 15, 2016, <http://inservices.ops.org/>
 - 2016-17 Considerations
 - *Classroom Instruction that Works with ELLs*
 - This training remains an option for 2016-17; however, discussion indicated interested in additional training options for general education teachers.
 - [Study Guide & Resources](#) are available for book studies. Talk with Jen if you need books.
 - *EL Achieve?*
 - Jen shared some basic information and asked for interested districts to contact her.
 - Cindy West (retired LPS) has presented for us at the York MLK Conference and Nebraska City's PD Day. She offered to provide additional trainings and even classroom level coaching services. For example, Cindy facilitated a classroom visit for one group of teachers from York. Contact Jen or Cindy if interested. These are services Title III funding can support for your district! Talk with Jen if interested.
- Supplemental Program Updates
 - [Imagine Learning](#) Update (see above)

- [Rosetta Stone](#) Update
 - The consortium subscription was renewed with 38 licenses. Currently, all but three are being used.
 - Rosetta Stone [Supplemental Materials](#) - Resources for teachers to use when working with English (American) learners including a Teacher's Guide, Visual Support Materials, Worksheets, Test Booklets, Story Series, Audio Recordings, Flash Cards, Memory Cards, and Answer Keys; Includes new resources designed specifically for K-2 learners
- Resources
 - Please return any [Title III library](#) items you aren't currently using. Thank you!

ELP Standard Alignment Reminder

- Jen shared links to resources that Nancy, Terri, Brooke, and others have produced to help provide guidance on using [ELP Standards](#) and aligning them to our local programs.
 - [ELP Alignment Resources April 2016](#): Specifically, see the [Guidance on Curriculum Alignment](#) document.
 - [ELP Standards Study Resources](#) (from previous ELL Network sessions). This folder includes a few samples recently uploaded from districts that used Jane Hill's framework.
- Big Ideas Regarding ELP Use:
 - Emphasize alignment process over the details of the alignment product.
 - Consider ways to make the ELP standards useful as a communication tool between the EL teacher/coordinator and the mainstream teachers. (One participant suggested using staff meeting/curriculum time to sit down with teachers and consider specific students. They could jointly document what the student can currently do as well as significant units/lessons/tasks/etc.)

Network & Discussion Items

- *Items carried over from morning*
- Terminology Change: ELL to **EL, English Learner**
- Since NeSA is out for juniors, how will a college entrance exam now look for ELs their junior year?
 - At the time of the meeting, accommodations information had not yet been released by NDE. Since then (9.27.16), DACs should have received a message from Valorie Foy with assessment updates including the ACT test window for juniors and other information. Please contact your District Assessment Contact (DAC) for details.
- Responsibilities with non-public schools
 - Jen briefly explained that each public district is responsible for consulting with the non-public schools in its boundaries to determine agreements for several items, including participation in Title III services.
 - For more information, please contact NDE and/or see guidance presented by NDE at the 2016 Administrator Days:
[https://www.education.ne.gov/federalprograms/Documents/Main%20Page/Federal\\$NonpubSchools.pdf](https://www.education.ne.gov/federalprograms/Documents/Main%20Page/Federal$NonpubSchools.pdf)
- Does anyone know of apps that will translate texts or emails? (i.e. non English speaking family wants to let the bus driver know their student isn't riding the bus)
 - The group discussed several options. Essentially, tools using Google Translate or similar engines are options for *very short, simple* messages. These tools are definitely NOT recommended for essential communication, especially for information that is long, complex, or important (e.g., IEP).
- What are the benefits of having students designated as migrant?
 - For information, visit <https://www.education.ne.gov/migrant/IDR.html>.

2:50 pm Close & Adjourn

- Please complete the Event Survey for today!
- Don't forget to submit a [Funding Request form](#) for your mileage (\$0.54 / mile)! If you've never been issued a check by ESU 4, you will also need to submit a W-9 form. Substitute reimbursement to districts will be based on the sign-in sheet.

Next Steps / Items for Next Session

- ALL
 - Please plan to submit your district's updated Rule 15 ELL Program Review written report to Jen by June 30, 2017. **If your district did not submit a review for 2016-2017, one is necessary prior to our monitoring visit, spring 2017 date TBD.**
 - Jen
 - Contact Ita (describe parent/community event, migrant conference)
 - Look into Language Line and Language Linc (telephone translation services); demo, front office staff training, cost
 - Consider next steps from newcomer discussion:
 - Go deeper into the academic area (not just for newcomers) to share and learn how others are structuring lessons, daily schedules, etc. This might include actual curricula, schedules, best practices, and other tools.
 - Develop basic protocols or plans for welcoming newcomers.
 - Develop welcome kits for students and families.
 - Follow-up with Lisa H. and T Ritta-Olson about EL Achieve
 - Follow-up with Cindy W about honorarium for work with York
 - Notes for next meeting:
 - Include TransAct / parent notification letter support
 - Discussion item not addressed: Program Structure/ Student Tracking - Ken Booth
-

January 23, 2017

Time: 9:00 am - 3:00 pm

Location: Nebraska Association - School Administration (NCSA), Lincoln, NE

Cost: \$0 (*no breakfast or lunch included*)

Recommended Agenda Additions:

- *Add your discussion topics/questions to this list. Please include your name.*

Attendees

Please add your name and district to the list!

- Jen Madison, ESU 4
-

Agenda & Notes (*in progress*)

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- Please prepare to introduce yourself and (if you want to) add yourself to our [contact list](#). Include a recent success or challenge.

9:30 am Strategy/Resource Study, Nick Ziegler

- Log into Sophia.org
 - Newcomer Basics
 - Group Code: **f23c27**

Network & Discussion Items

- *Items may be carried over to afternoon*

12:00 - 1:00 pm Lunch (on your own)

1:00 pm NDE Updates

- NDE Welcoming & Intake Modules (tentative)
-

Rule 15 Check-Up: **Sections TBD**

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 - 2016-17 Dates
 - Thursday, April 27
- Program Highlights
 - Parent/Family Activities (Ita?)
- Supplemental Program Updates
 - [Imagine Learning](#) Update
 - [Rosetta Stone](#) Update

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